

## **Goal 2: Improve Student Achievement**

### **Performance Goals**

#### **Reading Achievement**

Reading is the keystone of learning. [Reading First](#) is the *No Child Left Behind* national initiative to improve kindergarten through third grade student reading by supporting state and local educational agencies in establishing reading programs that are grounded in scientifically based reading research. The National Assessment of Educational Progress reports an improvement in reading achievement: the average reading score at age nine was higher in 2004 than in any previous assessment year.

#### **Mathematics Achievement**

To raise the number of highly qualified teachers in mathematics and science and the number of students reaching proficiency in those subjects, school districts use federal resources from the [Mathematics and Science Partnership program](#). The program connects university professors, business leaders, and staff from nonprofit or for-profit organizations with educators from high-need school districts to improve science and mathematics learning. The results from a [descriptive analysis](#) of successful applications to the program indicate that this partnership program is on track in meeting its goals.

#### **High School Completion**

"How can a nation that invented the light bulb, created vaccines to eradicate polio, put a man on the moon and conceived the Internet not have a good handle on how many of its students drop out of high school?" says Deputy Secretary Ray Simon. A consensus for high school reform exists among governors, business leaders, for-profit and nonprofit leaders, and the Department, and reform "must start with an honest calculation of graduation rates."

The Department has adopted [an interim formula](#) for calculating states' high school graduation rates, and we will post these rates on our Web site along with state-reported graduation rates.

#### **Academic Proficiency**

In a nationally representative sample of high school sophomores, 72 percent of teenagers expect to graduate from a four-year college program. Most students (87 percent) said getting good grades was important or very important to them, with blacks (62 percent) and Hispanics (53 percent) more likely than whites (47 percent) to affirm the importance of getting good grades. In response to this and additional evidence of high expectations reported in [A Profile of the American High School Sophomore in 2002](#) by the National Center for Education Statistics, Secretary Spellings said, "This report shows that we as a society have done an excellent job selling the dream of attending college, but we have to make sure that we are preparing high school students to succeed once they get in the door." The Department has begun a reform initiative that will extend the accountability provisions of *No Child Left Behind* to high schools.

### **Advanced Placement Participation**

Advanced Placement courses are typically considered among the most rigorous high school classes in the curriculum. In 2005, over 15,000 high schools offered Advanced Placement classes, a 36 percent increase in the last decade. Students took over 2 million Advanced Placement exams in May 2005, a 12 percent increase over last year and 66 percent more than five years ago. Growth of the program has been accelerated by a growing national interest in Advanced Placement classes and by provisions in *No Child Left Behind* that support state programs to increase [Advanced Placement participation](#).

### **Teacher Quality**

*No Child Left Behind* defines “highly qualified teacher” and requires that all public school teachers of core academic subjects meet the qualifications outlined in the definition by SY 2005–06. For the first time, the Congress legislated that teachers in every core academic class have a bachelor’s degree, have a state license or a certificate, and be competent in the subjects they teach. The recently reauthorized *Individuals with Disabilities Education Act* also addresses [teacher qualification](#) and requires all special educators who teach core academic subjects to be highly qualified.

Resources provided to states to meet the goal of a “highly qualified teacher” in every class include the \$3 billion Improving Teacher Quality State Grants and the \$68 million [Teacher Quality Enhancement](#) program.

## **Goal 2: Improve Student Achievement**

### **Key Measures**

Improving student achievement and closing the achievement gap are the cornerstones of the Department's work. In FY 2005, the Department administered 76 distinct programs that supported Goal 2, Improve Student Achievement. From the master set of measures that help determine these programs' effectiveness, the Department identified 19 key measures to report our progress. Results on these key measures are shown below.

See p. 58 for an explanation of the documentation fields for the key measures.

#### **Reading Achievement**

Reading is the keystone of learning. [Reading First](#) is the *No Child Left Behind* national initiative to improve kindergarten through third grade student reading achievement by supporting state and local educational agencies in establishing reading programs that are grounded in scientifically based reading research. During FY 2002 through FY 2005, \$3.96 billion has been expended on this initiative. The National Assessment of Educational Progress [Long-Term Trend Assessment](#) reports improvement in reading achievement: the average reading score at age nine was higher in 2004 than in any previous assessment year.

Local school implementation of Reading First programs began in SY 2002–03 with three states implementing the program. About half of the remaining states began programs in SY 2003–04 and the other half in SY 2004–05. Initial results from 29 states far enough along in implementation to report performance for SY 2003–04 show that 43 percent of first-grade students in Reading First schools met or exceeded proficiency on fluency measures. These early data will serve as a baseline for the ongoing measurement of program success. In addition to fluency data, collected at grades 1 through 3, reading comprehension data are also being gathered and will become available when Reading First grantees submit their first annual performance reports in 2005. Reading First program measures and preliminary data are available from the Reading First State Grants performance report.

Additional federal support for reading instruction goes to states through the large formula grants for disadvantaged students ([Title I Grants to Local Educational Agencies](#)), for special education ([Special Education Grants to States](#)), and for vocational education ([Vocational Education State Grants](#)).

To measure the overall effectiveness of the Department's programs that support improving student achievement, we collected data on how well low-income fourth-grade students and fourth-grade students with disabilities performed on state reading assessments and on the biennial National Assessment of Educational Progress. A large number of states reported gains in their state reading assessment results.



## U.S. Department of Education FY 2005 Performance and Accountability Report

### 2.1 Title I Grants to Local Educational Agencies.

The number of states reporting an increase in the percentage of fourth-grade low-income students meeting state performance standards by achieving proficiency or above in reading on state assessments.

Fiscal Year	Actual
2004	25
2005	Target is 25.
Data for 2005 are pending.	

**2.2 Special Education Grants to States.** The number of states reporting an increase in the percentage of fourth-grade students with disabilities meeting state performance standards by achieving proficiency or above in reading on state assessments.

Fiscal Year	Actual
2004	24
2005	Target is 25.
Data for 2005 are pending.	

U.S. Department of Education, Consolidated State Performance Report, official state submissions.

**Analysis of Progress.** Thirty-four states reported data for both SY 2002–03 and SY 2003–04 on the percentage of fourth-grade low-income students who reached proficiency or above on state reading assessments, and 32 states reported such data on fourth-grade students with disabilities. (States not reporting may have not yet implemented their fourth-grade assessments; states are not required to test all grades from 3 through 8 until SY 2005–06.) Of the states reporting data for both years, 25 reported an increase in the percentage of fourth-grade low-income students achieving proficiency or above in reading in the second year, and 24 states reported an increase for students with disabilities.

The implications of these statistics are encouraging. About three-quarters of states that have completed two years of assessments are seeing improvements in the numbers of students achieving proficient or better on reading assessments. As more states fully implement their assessment systems, the Department expects that the number of states reporting increases will grow.

**Data Quality.** The universe for these measures is the 52 entities (50 states, the District of Columbia, and Puerto Rico) that are required by *No Child Left Behind* to administer reading/language arts assessments in grades 3 through 8 and high school by SY 2005–06. For each state reporting two sequential years of data, the Department compares the percentage of students at or above proficient in a particular disaggregated group to see if there was an increase from the first year to the second. Comparisons are done on state-level percentages, with no attention to matching individual student records. The group of entities not reporting an increase in FY 2004 includes those that have not yet implemented their fourth-grade reading/language arts assessment as well as those showing a decrease or no change.

**Target Context.** The FY 2005 targets of 25 were set prior to the receipt of any data. The full battery of state assessments in reading/language arts and mathematics required by *No Child Left Behind* is not due to be in place until the end of SY 2005–06.

**Related Information.** State-level information on SY 2002–03 assessments is available at <http://www.ed.gov/about/reports/annual/nclbrpts.html>. Results for SY 2003–04 will be posted in the coming months.

Information specific to state assessments for students with disabilities can be obtained at <http://www.ed.gov/news/newsletters/extracredit/2005/05/0510.html>.

Information from the Government Accountability Office's *No Child Left Behind: Most Students with Disabilities Participated in Statewide Assessments, but Inclusion Option Could Be Improved* (2005, GAO-05-618) can be obtained at <http://www.gao.gov/new.items/d05618.pdf>.

**Additional Information.** Under existing *No Child Left Behind* provisions, a state may provide alternate achievement standards and alternate assessments for up to 1 percent of its school-aged population with the most significant cognitive disabilities and may exclude them from adequate yearly progress calculations. Additionally, under a policy the Department released in May 2005, an additional 2 percent of students with disabilities are allowed to take modified assessments, geared toward their abilities, as long as the state is working to provide better instruction and improved assessments for those students. Until the new policy becomes regulation, states may participate by providing evidence that they meet the specific criteria and requesting a waiver. By the end of FY 2005, 42 states had requested such a waiver and 31 of those requests had been approved. Results of a recent Government Accountability Office study (GAO-05-618) indicate that in SY 2003-04, at least 95 percent of students with disabilities participated in statewide reading assessments in 41 of the 49 states that provided data.

Data for FY 2005 will be available in September 2006.

### 2.3 Title I Grants to Local Educational Agencies.

The percentage of low-income fourth-grade students scoring at or above *Basic* in reading on the National Assessment of Educational Progress (NAEP).

Fiscal Year	Actual
2000	38
2002	46
2003	44
2005	46
We exceeded our 2005 target of 43.	

### 2.4 Title I Grants to Local Educational Agencies.

The percentage of low-income fourth-grade students scoring at or above *Proficient* in reading on the National Assessment of Educational Progress (NAEP).

Fiscal Year	Actual
2000	13
2002	16
2003	15
2005	15
We did not meet our 2005 target of 17.	

**2.5 Special Education Grants to States.** The percentage of fourth-grade students with disabilities scoring at or above *Basic* in reading on the National Assessment of Educational Progress (NAEP).

Fiscal Year	Actual
2000	22
2002	29
2003	29
2005	33
We made progress toward our 2005 target of 35.	

**2.6 Reading First State Grants.** The percentage of fourth-grade students scoring at or above *Proficient* in reading on the National Assessment of Educational Progress (NAEP).

Fiscal Year	Actual
2000	28
2002	30
2003	30
2005	30
We did not meet our 2005 target of 32.	

U.S. Department of Education, National Assessment of Educational Progress (NAEP).

**Analysis of Progress.** Students classified as having a disability made the strongest gains on the 2005 National Assessment of Educational Progress (NAEP); these students

experienced a six-point gain (on a 0-500 point scale) over their 2003 assessment score. Gains in fourth-grade reading were also reported for racial/ethnic minority groups; on average blacks, Hispanics, American Indian, and Asian American/Pacific Islanders gained from one to three points from 2003 to 2005. Low-income students' scores increased by two points in 2005.

NAEP reports results as scores on a 0-500 point scale and as achievement levels: *Basic*, *Proficient*, and *Advanced*. The Department uses NAEP *Basic* and *Proficient* achievement levels for national public school students to report on its performance measures. In 2005, we exceeded our targets for the percentage of low-income fourth-grade students who scored at or above *Basic*, but we did not meet the targets we set for our additional three measures. We made progress in meeting our target for the percentage of students with disabilities scoring at or above *Basic*, but the percentage of all fourth-graders and of low-income fourth graders scoring at or above *Proficient* remained flat.

While we continue to see progress on overall NAEP scores, we also understand that it will take time for the real change promoted by *No Child Left Behind's* emphasis on reading instruction grounded in scientifically based research to be fully realized. To press on toward stronger, long-lasting gains in early elementary reading success and to lay a foundation for better NAEP reading scores, the Department, in FY 2006, will continue to make early reading achievement its highest elementary school priority.

**Data Quality.** In 2005, the National Center for Education Statistics (NCES) reported two national assessments of fourth-grade reading: the main, biennial National Assessment of Educational Progress assessment and the Long-Term Trend NAEP assessment. The main, biennial assessment reported aggregated scores from the sample of students tested in each state; the long-term trend assessment collected data from an independently selected national sample. In the 2005 main, biennial reading assessment, nationally representative samples that included approximately 2,500 to 3,000 students per state made up the more than 165,000 fourth-grade participants. The Department's performance measures reflect the results of the main, biennial assessment. The key result for Goal 2, reported in the Management's Discussion and Analysis of this document, references data from the Long Term Trend Assessment. Data from the main assessment and the Long-Term Trend Assessment are not comparable because the tests use different sampling strategies and different questions.

*No Child Left Behind* requires that all states participate in the main, biennial NAEP mathematics and reading assessments. The 2005 NAEP reading assessment was administered in a sample of schools in every state from January to March 2005.

The NAEP reading assessment examines four different aspects of reading: forming a general understanding, developing interpretations, making reader/text connections, and examining content and structure. It also assesses reading for literacy experience, for information, and for task performance.

NAEP test results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students.

**Related Information.** Information on NAEP results can be obtained at <http://nces.ed.gov/nationsreportcard/>. To replicate the NAEP data reported in our

performance measures, go to <http://nces.ed.gov/nationsreportcard/> and click on NAEP DATA, Go to Advanced, Grade 4, Reading, National, National Public, Major Reporting Groups (select the appropriate group from dropdown list), Choose Years, Format Table, achievement level (cumulative), Go to Results.

Resources such as demonstration booklets, assessment procedures, frameworks, state profiles, and item maps can be obtained at [http://nationsreportcard.gov/reading\\_math\\_2005/s0046.asp?printver=](http://nationsreportcard.gov/reading_math_2005/s0046.asp?printver=).

**Additional Information.** Future administrations of the main NAEP fourth-grade reading assessments are scheduled for 2007 and 2009.

## **Mathematics Achievement**

To raise the number of highly qualified teachers in mathematics and science and to increase the number of students reaching proficiency in these subjects, school districts use federal resources from the [Mathematics and Science Partnership](#) program. The program connects university professors, business leaders, and staff from nonprofit or for-profit organizations with educators from high-need school districts to improve science and mathematics learning. The results from a [descriptive analysis](#) of successful applications to the program indicate that this partnership program is on track in meeting its goals.

Highlights of the descriptive analysis show 90 percent of the partnership projects link content to state mathematics and science standards. Ninety-two percent offer teachers summer institutes with an average of 64 hours of instruction and 48 hours of follow-up instruction. Two-thirds administer content knowledge tests to teachers, conduct observations, and make pretest and posttest comparisons, and 92.2 percent include partnerships with professors from mathematics or science departments in key planning or oversight roles. The preliminary evaluation pointed to one potential problem area for many of the projects: the quality of project evaluation plans. In response to this finding, the Department enlisted the Coalition for Evidence-Based Policy to produce "[How to Solicit Rigorous Evaluations of Mathematics and Science Partnerships Projects](#)" for state coordinators of the programs.

The first Mathematics and Science Partnership program grantee performance reports, available January 2006, will contain information on outcomes. The program's list of measures and actual data is available on the [Mathematics and Science Partnerships](#) Web site.

The Department measures student progress in mathematics and science proficiency by collecting data on the progress of selected groups of eighth-grade students in reaching proficiency on state mathematics assessments and mathematics assessments administered by the National Assessment of Educational Progress. A large number of states reported gains in their state mathematics assessment results; results on the 2005 main, biennial National Assessment of Educational Progress (NAEP) also reflect student gains in mathematics achievement.





**2.7 Title I Grants to Local Educational Agencies.**

The number of states reporting an increase in the percentage of eighth-grade low-income students meeting state performance standards by achieving proficiency or above in mathematics on state assessments.

Fiscal Year	Actual
2004	30
2005	Target is 25.
Data for 2005 are pending.	

**2.8 Special Education Grants to States.** The number of states reporting an increase in the percentage of eighth-grade students with disabilities meeting state performance standards by achieving proficiency or above in mathematics on state assessments.

Fiscal Year	Actual
2004	26
2005	Target is 25.
Data for 2005 are pending.	

U.S. Department of Education, Consolidated State Performance Report, official state submissions.

**Analysis of Progress.** Thirty-eight states reported data for both SY 2002–03 and SY 2003–04 on the percentage of eighth-grade low-income students who reached proficiency or above on state mathematics assessments, and 30 states reported such data for eighth-grade students with disabilities. (States not reporting may have not yet implemented their fourth-grade assessments; states are not required to test all grades from three through eight until SY 2005–06.) Of the states reporting data for both years, 30 reported an increase in the percentage of eighth-grade low-income students achieving proficiency or above in mathematics in the second year and 26 reported an increase for students with disabilities.

The number of states reporting increases in proficiency for both groups of students indicates movement in the right direction. As states fully implement their assessment systems, the Department expects that the number of states reporting increases will grow.

**Data Quality.** The universe for these measures is the 52 entities (50 states, the District of Columbia, and Puerto Rico) that are required by *No Child Left Behind* to administer mathematics assessments in grades 3 through 8 and high school by SY 2005–06. For each state reporting two sequential years of data, the Department compares the percentage of students at or above proficient in a particular disaggregated group to see if there was an increase from the first year to the second. Comparisons are done on state-level percentages, with no attention to matching individual student records. The group of entities not reporting an increase in FY 2004 includes those that have not yet implemented their eighth-grade mathematics assessment as well as those showing a decrease or no change.

**Target Context.** The FY 2005 targets of 25 were set prior to the receipt of any data; consequently, the FY 2005 target is lower than the 2004 actual performance. The full battery of state assessments in reading/language arts and mathematics required by *No Child Left Behind* is not due to be in place until the end of SY 2005–06.

**Related Information.** State-level information on SY 2002–03 assessments is available at <http://www.ed.gov/about/reports/annual/nclbrpts.html>. Results for SY 2003–04 will be posted in the coming months.

Information specific to state assessments for students with disabilities can be obtained at <http://www.ed.gov/news/newsletters/extracredit/2005/05/0510.html>.

**Additional Information.** Under existing *No Child Left Behind* provisions, a state may provide alternate achievement standards and alternate assessments for up to 1 percent of



its school-aged population with the most significant cognitive disabilities and may exclude them from adequate yearly progress calculations. Additionally, under a policy the Department released in May 2005, an additional 2 percent of students with disabilities are allowed to take modified assessments, geared toward their abilities, so long as the state is working to provide better instruction and improved assessments for those students. Until the new policy becomes regulation, states may participate by providing evidence that they meet the specific criteria and requesting a waiver. By the end of FY 2005, 42 states had requested such a waiver and 31 of those requests had been approved. Data for FY 2005 will be available in September 2006.

<b>2.9 Title I Grants to Local Educational Agencies.</b> The percentage of low-income eighth-grade students scoring at or above <i>Basic</i> in mathematics on the National Assessment of Educational Progress (NAEP).	
Fiscal Year	Actual
2000	41
2003	47
2005	<b>51</b>
We exceeded our 2005 target of 45.	

<b>2.10 Title I Grants to Local Educational Agencies.</b> The percentage of low-income eighth-grade students scoring at or above <i>Proficient</i> in mathematics on the National Assessment of Educational Progress (NAEP).	
Fiscal Year	Actual
2000	10
2003	11
2005	<b>13</b>
We met our 2005 target of 13.	

<b>2.11 Special Education Grants to States.</b> The percentage of eighth-grade students with disabilities scoring at or above <i>Basic</i> in mathematics on the National Assessment of Educational Progress (NAEP).	
Fiscal Year	Actual
2000	20
2003	29
2005	<b>31</b>
We made progress toward our 2005 target of 32.	

U.S. Department of Education, National Assessment of Educational Progress (NAEP).

**Analysis of Progress.** Average scores of all eighth-grade student groups that took the 2005 mathematics National Assessment of Educational Progress (NAEP) showed gains from the 2003 assessment. Trends over time on the eighth-grade mathematics assessment showed even stronger and more persistent gains. Average eighth-grade scores in 2005 increased since the first assessment year, 1990, by 16 points on a 0 to 500 point scale.

The white, black, Hispanic, American Indian, and Asian American/Pacific Islander racial/ethnic groups of students had higher average scores in 2005 than in any previous assessment year. Low-income students scored higher on average in 2005 than in any previous assessment year, as did students with disabilities.

NAEP results are reported as scores on a 0-500 point scale and as achievement levels: *Basic*, *Proficient*, and *Advanced*. Achievement level results show that the percentage of eighth-graders performing at or above *Basic* increased 17 percentage points in 2005 (69 percent) from 1990 (52 percent), and the percentage of eighth-graders performing at or above *Proficient* increased from 15 to 30 percent.

The Department's mathematics performance measures, which target increases in achievement levels for selected groups of public school eighth-grade students, record the progress these groups made on the 2005 assessment. We exceeded our target for low-income students who achieved at the *Basic* level, met the target for low-income students

who achieved at the *Proficient* level, and made progress on our target for students with disabilities who scored at the *Basic* level.

To maintain the level of eighth-grade student progress in mathematics reported in short-term trends on the biennial test between 2003 and 2005 and in long-term trends on the biennial test from 1990 to 2005 and to press forward toward greater gains, the Department intends to follow-up the 2005 release of its research findings on the effectiveness of curriculum-based interventions for improving mathematics achievement in middle schools with research reports on elementary curriculum-based interventions in mathematics.

**Data Quality.** In 2005, the National Center for Education Statistics conducted two national assessments of eighth-grade mathematics: the main, biennial National Assessment of Educational Progress assessment and a Long-Term Trend assessment. The main, biennial assessment reported aggregated scores from the sample of students tested in each state; the Long-Term Trend Assessment collected data from an independently selected national sample. In 2005, nationally representative samples of about 162,000 eighth-grade students nationwide participated in the biennial mathematics assessment. The Department's measures reflect results of the main, biennial assessment. Data from the main assessment and the Long-Term Assessment are not comparable because the tests use different sampling strategies and different questions.

*No Child Left Behind* requires that all states participate in the main NAEP mathematics and reading assessments. The 2005 NAEP mathematics assessment was administered in a sample of schools in every state from January to March 2005.

The NAEP mathematics assessment examines student knowledge of the following content: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions. It includes knowledge of three types of mathematical abilities: conceptual understanding, procedural knowledge, and problem solving.

NAEP test results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students.

**Related Information.** Information on NAEP results can be obtained at <http://nces.ed.gov/nationsreportcard/>. To replicate the NAEP data reported in our performance measures, go to <http://nces.ed.gov/nationsreportcard/> and click on NAEP DATA, Go to Advanced, Grade 8, Mathematics, National, National Public, Major Reporting Groups (select the appropriate group from dropdown list), Choose Years, Format Table, achievement level (cumulative), Go to Results.

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**Additional Information.** Future eighth-grade NAEP mathematics assessments are scheduled for 2007 and 2009.

## **High School Completion**

"How can a nation that invented the light bulb, created vaccines to eradicate polio, put a man on the moon, and conceived the Internet not have a good handle on how many of its students drop out of high school?" says Deputy Secretary Ray Simon. A consensus for high school reform exists among governors, business leaders, for-profit and nonprofit leaders, and the Department, and reform "must start with an honest calculation of graduation rates."

Accurate graduation rates are also crucial to meeting the regulations of *No Child Left Behind*; states are required to set high school graduation rate targets as one indicator for measuring a high school's progress.

One of the major complications for states in accurately calculating high school graduation rates is the lack of a comprehensive data collection system that can track students over time. Until states have the capacity to collect these data, the Department has committed to publishing two sets of state graduation rates: state-reported rates and standardized rates prepared by the Department. According to a [Government Accountability Office report](#), as of July 2005, 12 states used a graduation rate definition referred to as the cohort definition, which tracks students from when they enter high school to when they leave. Thirty-two states used a definition based primarily on the number of dropouts over a four-year period and the number of graduates. For its calculation, the Department will use enrollment and other data that reside in the Common Core of Data at the National Center for Education Statistics. The Department's formula, the averaged freshman graduation rate, calculates the number of high school graduates in a given year divided by the average of the number of students who entered the 8th grade five years earlier, the 9th grade four years earlier, and the 10th grade three years earlier. The Department's calculations will provide a common measure, track very closely with true on-time graduation rates, and reveal where attention must be paid to ensure all students graduate from high school. The averaged freshman graduation rate is a transitional definition useful until all states have the capacity to collect individual student-level data. The Department's formula is consistent with a formula devised by a high school reform task force created by the National Governors Association in 2005. The task force's formula, which 45 governors have adopted, divides the number of graduates in a given year by the number of students entering the ninth grade for the first time four years before, plus the difference between the number of students who have transferred in and out over the same four years.

For many policymakers, what comes next is a universal definition for dropout rates that would allow states to track missing and transferring students. Additionally, the GAO report recommends that the Department provide guidance on how to account for selected students in special programs and for students with disabilities.

To help states remedy data collection difficulties, the Department has designed and is implementing the [EDEN data system](#) that will provide a common method of acquiring and exchanging data at the state, district, and school levels.

To report on states' success in moving high school students to graduation, the Department reports high school completion and dropout rates for students with disabilities.

Data collected to report high school completion rates for students with disabilities reflects steady progress. A second set of data included in the [National Longitudinal Transition Study-2](#), released in July 2005, provides an additional perspective on the scope of the

recent successes experienced by students with disabilities. The study reports that the incidence of students with disabilities completing high school rather than dropping out increased by 17 percentage points between 1987 and 2003. The experience of the cohort of students participating in the study also showed the following indicators of progress: core academics improved; grades were higher; age and grade-level match improved; and the students received more support services through their schools.

**2.12 Special Education Grants to States.** The percentage of students with disabilities that graduate from high school with a regular high school diploma.

Fiscal Year	Actual
1996	42
1997	43
1998	45
1999	47
2000	46
2001	48
2002	51
2003	52
2004	54
2005	Target is 54.

Data for 2005 are pending.

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, section 618 state-reported data.

**Analysis of Progress.** Trend data for this measure show that the nation is making steady progress in ensuring that students with disabilities graduate from high school and that their high school experience is within the mainstream curriculum. A Government Accountability Office [report](#) bolsters this sense of progress in its conclusion that of the states reporting, at least 95 percent of students with disabilities took statewide reading tests.

Although high school completion rates for students with disabilities show improvement, similar gains may not have occurred in the total high school population.

**Data Quality.** Prior to 2004, the number of students with disabilities exiting school excluded those who had moved but were not known to have continued in school. State data managers indicated that in most cases in which students moved and were not known to have continued in school, these students had actually dropped out of school. In 2004, the Department revised the method for computing graduation to include in the denominator students who had moved but were not known to have continued in school. The current calculation is the number of students with disabilities who graduate with a regular diploma divided by the number of students with disabilities who exit school for a given year, including students with disabilities who had moved but were not known to have continued in school.

**Target Context.** Although this was a new measure for reporting in FY 2005, trend data were previously collected. The target for FY 2005 was set before the FY 2004 data were available.

**Related Information.** Information about results for students with disabilities is included in the *25th Report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA)* and is available at

<http://www.ed.gov/about/reports/annual/osep/2003/25th-exec-summ.pdf> and <http://www.ideadata.org/>.

**Additional Information.** Data for FY 2005 will be available in September 2006.

Recent state reports indicate that significantly fewer students are reported in the “moved but not known to have continued” category. Some of the improvement in graduation rates may be attributable to closer tracking by states, which has resulted in some students being reported as continuing in school who would formerly have been reported as exiting (i.e., reducing the denominator for the indicator and thereby increasing the percentage reported as graduating).

<b>2.13 Special Education Grants to States.</b> The percentage of students with disabilities that drop out of school.	
<b>Fiscal Year</b>	<b>Actual</b>
1996	47
1997	46
1998	44
1999	42
2000	42
2001	41
2002	38
2003	34
2004	31
2005	Target is 34.
Data for 2005 are pending.	

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, section 618 state-reported data.

**Analysis of Progress.** Dropout rates for students with disabilities are declining as graduation rates are increasing; the two statistics in conjunction with each other indicate the progress that is being made in improving education outcomes for students with disabilities.

**Data Quality.** In 2004, the Department revised the method for computing the dropout rate to include in the numerator and the denominator students with disabilities who have dropped out and who have moved but are not known to have continued in school. The dropout rate for students

with disabilities is calculated by dividing the number of students with disabilities (aged 14 and older) who dropped out of school or moved (not known to have continued in education) by the total number of students with disabilities in the same age group who are known to have exited school, including those who graduated with a regular diploma, received a certificate, reached the maximum age for services, died, dropped out, or moved (not known to have continued in education).

**Target Context.** While this was a new measure for reporting in FY 2005, trend data were previously collected. The target for FY 2005 was set before the FY 2004 data were available.

**Related Information.** Information about results for students with disabilities is included in the *25th Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA)* can be obtained at

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Recent state reports indicate that significantly fewer students are reported in the “moved but not known to have continued” category. Some of the improvement in the dropout rate may be attributable to closer tracking by states, which has resulted in some students being reported as continuing in school who would formerly have been reported as exiting.

## High School Academic Proficiency

In a nationally representative sample of high school sophomores, 72 percent of teenagers said they expected to graduate from a four-year college program. On a scale of not important, somewhat important, important, and very important, most students (87 percent) said getting good grades was important or very important to them, with blacks (62 percent) and Hispanics (53 percent) more likely than whites (47 percent) to select very important as their response. This and additional evidence of high expectations reported in [A Profile of the American High School Sophomore in 2002](#) evoked Secretary Spellings' response: "This report shows that we as a society have done an excellent job selling the dream of attending college, but we have to make sure that we are preparing high school students to succeed once they get in the door."

The Department's high school reform initiative began with national summits in 2004 and 2005, which produced consensus goals for improving high school. President Bush, in his 2006 budget request to the Congress, included more than \$1.9 billion to fund a comprehensive strategy for high school reform. Programs slated to receive funding in the President's proposed budget include the following: [Striving Readers](#), [Advanced Placement](#), State Scholars Capacity Building, Mathematics and Science Partnerships, High School Intervention, and High School Assessments. The presidential budget request would redirect funds from [vocational education grants](#) to the broader effort of comprehensive high school reform.

The Department measured academic proficiency in high school by collecting data on the percentage of vocational concentrators meeting state-established academic standards.

<b>2.14 Vocational Education State Grants.</b> The percentage of vocational concentrators meeting state-established academic standards.	
<b>Fiscal Year</b>	<b>Actual</b>
1998	33
1999	45
2000	44
2001	70
2002	71
2003	75
2004	<b>75</b>
2005	Target is 77.
We did not meet our 2004 target of 76. Data for 2005 are pending.	

U.S. Department of Education, Office of Vocational and Adult Education, Vocational Technical Education Annual Performance and Financial Report.

**Analysis of Progress.** Although we missed our 2004 target of 76, trend data show we are making progress in helping vocational students meet academic standards.

**Data Quality.** While the definition of "vocational concentrator" varies from state to state, most states define a concentrator as a student who is enrolled in a threshold level of vocational education, which is usually represented as two or three vocational and technical education courses.

As a third-tier recipient of these data, the Department relies on the states and local programs to collect and

report data within published guidelines. The Department has hosted data and program quality workshops and held conference calls to help improve data measurement and data collection. We also established a Web site to foster discussion among states on accountability systems. During monitoring site visits in SY 2003-04, we increased our



emphasis on accountability and addressed issues on the policies and procedures used by the state to gather and verify data from local grantees and to ensure that the data received from local grantees are complete, accurate, and reliable. The Department also imposed conditions on the July 1, 2005, grants of numerous states that did not submit complete data and required them to submit detailed corrective action plans for obtaining complete data in the future before the states could receive their October 1, 2005, supplemental grants.

**Related Web Sites.** Information about career and technical education can be obtained at <http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html> and <http://www.ed.gov/about/offices/list/ovae/resource/index.html>.

*A Profile of the American High School Sophomore in 2002* is available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005338>.

**Additional Information.** Data for FY 2005 will be available in March 2006.

## Advanced Placement Participation

Advanced Placement courses are typically considered among the most rigorous high school classes in the curriculum. Over 15,000 high schools offered Advanced Placement classes in 2005, a 36 percent increase in the last decade. Students took over 2 million Advanced Placement exams in May 2005, a 12 percent increase over last year and 66 percent more than five years ago. Growth of the program has been accelerated by provisions in *No Child Left Behind* that support Advanced Placement programs as a way to raise academic standards and by states that are using Advanced Placement courses as an avenue to high school improvement. Approximately \$30 million in Department funding was available in 2005 to make pre-Advanced Placement and Advanced Placement courses more widely available to low-income students and to pay [Advanced Placement test fees](#). Increasing numbers of low-income students used the test fee support offered in this program.

<b>2.15 Advanced Placement.</b> The number of Advanced Placement tests taken by low-income students nationally.	
<b>Fiscal Year</b>	<b>Actual</b>
1999	92,570
2000	102,474
2001	112,891
2002	140,572
2003	166,649
2004	<b>190,350</b>
2005	<b>220,542</b>
We exceeded our 2004 target of 170,092.	
We exceeded our 2005 target of 183,314.	

College Board, *Advanced Placement Program Summary Reports*, 2001, 2002, 2003, 2004, and 2005.

**Analysis of Progress.** The number of Advanced Placement tests taken by low-income students increased by about 15 percent in FY 2005, allowing us to exceed our target. We report 2004 data as new data because they were not reported in our *FY 2004 Performance and Accountability Report*. We also exceeded our FY 2004 target. The President has asked for a 40 percent increase in funding for this program, acknowledging its capacity to increase the number of low-income students who are provided access to a

more rigorous high school curriculum through access to Advanced Placement classes and tests.



**Data Quality.** The College Board does not report “low-income” student outcomes in its *Summary Reports* of Advanced Placement test results. It provides the Department with the number of tests taken by students eligible for fee reduction because of acute financial need. Each school has an official Advanced Placement coordinator (usually a teacher or counselor) who is required to identify which students’ tests are eligible for a test fee reduction on the student’s registration form. The College Board’s fee reduction policy can be found on AP Central at <http://www.apcentral.collegeboard.com/exam/fees/1,,152-170-0-0,00.html>.

The Department, for reporting purposes, relabels the group of students that the College Board has recorded as eligible for fee reduction as low-income students.

**Related Information.** Information about the number of Advanced Placement tests taken between 1984 and 1997 can be obtained at [Students Who Took Advanced Placement \(AP\) Examinations](http://www.apcentral.collegeboard.com/program/research). Current reports on Advanced Placement program results are available at <http://www.apcentral.collegeboard.com/program/research>.

**Additional Information.** Funding for International Baccalaureate test fees is also available to low-income students through the [Advanced Placement Test Fee Program](#). Data collected by the Advanced Placement program in 2005 will provide baseline data for determining progress in the number of International Baccalaureate tests taken by low-income students nationally. The Department began collecting baseline data in 2005 on the percentage of low-income students served by the Advanced Placement Incentives Program who receive a passing score on Advanced Placement tests and on International Baccalaureate tests.

## **Teacher Quality**

*No Child Left Behind* defines “highly qualified teacher” and requires that all public school teachers of core academic subjects meet the qualifications outlined in the definition by the end of SY 2005–06. For the first time, the Congress legislated the goal that teachers in every core academic class have a bachelor’s degree, have a state license or a certificate, and be competent in the subjects they teach. The recently [reauthorized Individuals with Disabilities Education Act also addresses teacher qualification](#) and requires all special educators who teach core academic subjects to be highly qualified. Resources provided states to meet the goal of a “highly qualified teacher” in every core academic class include major funding from the \$3 billion [Improving Teacher Quality State Grants](#) and the \$68 million [Teacher Quality Enhancement](#) programs.

The Department reported the 2005 progress of our teacher quality programs in [The Secretary’s Fourth Annual Report on Teacher Quality](#). The report describes the federal contribution to teacher quality and offers the most current state information on teacher placement, traditional teacher preparation programs, quality standards and state certification requirements, and alternative pathways to teaching.

The Department also assessed four teacher quality programs using the [Program Assessment Rating Tool](#) (PART). Using this consistent mechanism, the Department worked with the Office of Management and Budget to judge the effectiveness of these programs with regard to their stated purpose, strategic planning, internal management, and results and accountability. The [Troops-to-Teachers](#) program was rated “adequate”; the following

programs were rated “results not demonstrated”: Improving Teacher Quality State Grants, Teacher Quality Enhancement State Grants, and [Special Education Personnel Preparation](#). PART review findings (see pp. 100-03) for the Department’s major teacher quality programs underscored the scarcity of data we have to make a judgment of program effectiveness. The [Performance-Based Data Management Initiative](#) has created the Education Data Exchange Network (EDEN), which began accepting data from states in November 2004. EDEN continues to be the Department’s long-term solution to improving data collection and data quality. When EDEN is fully populated, it will provide timely and appropriate data for the Improving Teacher Quality State Grants program.

Department staff have taken steps to improve the Teacher Quality Enhancement program by collecting performance data electronically and by developing an efficiency measure for the program (the cost per highly qualified teacher candidate graduating from grantee postsecondary institutions) for which they have collected FY 2004 data.

The Department measured progress in reaching the *No Child Left Behind* goal of a highly qualified teacher in every core academic classroom by the end of SY 2005–06 by determining the percentage of core academic classes taught by highly qualified teachers in elementary and secondary schools and in high-poverty schools. Based on a review of the results with state educational agencies, Secretary Spellings issued an October 21, 2005, [letter](#) outlining options for states who are unable to meet the SY 2005–06 deadline.

<b>2.16 Improving Teacher Quality State Grants.</b> The percentage of core academic classes in high-poverty schools taught by highly qualified teachers.	<b>2.17 Improving Teacher Quality State Grants.</b> The percentage of core academic classes in elementary schools taught by highly qualified teachers.	<b>2.18 Improving Teacher Quality State Grants.</b> The percentage of core academic classes in secondary schools taught by highly qualified teachers.																								
<table><tr><th>Fiscal Year</th><th>Actual</th></tr><tr><td>2003</td><td>74</td></tr><tr><td>2004</td><td>81</td></tr><tr><td>2005</td><td>Target is 90.</td></tr></table>	Fiscal Year	Actual	2003	74	2004	81	2005	Target is 90.	<table><tr><th>Fiscal Year</th><th>Actual</th></tr><tr><td>2003</td><td>85</td></tr><tr><td>2004</td><td>89</td></tr><tr><td>2005</td><td>Target is 90.</td></tr></table>	Fiscal Year	Actual	2003	85	2004	89	2005	Target is 90.	<table><tr><th>Fiscal Year</th><th>Actual</th></tr><tr><td>2003</td><td>80</td></tr><tr><td>2004</td><td>84</td></tr><tr><td>2005</td><td>Target is 85.</td></tr></table>	Fiscal Year	Actual	2003	80	2004	84	2005	Target is 85.
Fiscal Year	Actual																									
2003	74																									
2004	81																									
2005	Target is 90.																									
Fiscal Year	Actual																									
2003	85																									
2004	89																									
2005	Target is 90.																									
Fiscal Year	Actual																									
2003	80																									
2004	84																									
2005	Target is 85.																									
Data for 2005 are pending.	We met our 2004 target of 89. Data for 2005 are pending.	Data for 2005 are pending.																								

U.S. Department of Education, Consolidated State Performance Report, grantee submissions.

**Analysis of Progress.** When the Department adopted a measure that would provide information on whether students in classrooms across the country are being taught by highly qualified teachers, we were aware of the difficulties we would initially encounter collecting these data. Some states did not have state-specific definitions of highly qualified teachers. The unit of analysis for whether students were taught by highly qualified teachers in some states was the teacher (the number of teachers who are highly qualified) rather than the classroom (the number of classrooms taught by a highly qualified teacher). In spite of these obstacles, we decided to collect available data, and we received 2004 information from 47 states. The remaining states have since committed to providing data in response to the measure. When FY 2005 data become available, they will be more complete and accurate, as will data in succeeding years.

Two-year trend data shows states are making progress in staffing core academic classes with highly qualified teachers. The trend holds for low-income students and for all elementary and secondary students.

**Data Quality.** Forty-one states reported SY 2002–03 data, and 47 states reported SY 2003–04 data. The number of states reporting these data varies by year and depends on where a state is in its process of defining a highly qualified teacher and whether it has the capacity to collect these data. As states increase data collection capacity, the number of states reporting will increase.

To calculate the percentage of core academic classes in high-poverty schools taught by highly qualified teachers, the Department relied on state identification of high-poverty schools. In most states, high-poverty schools are identified by the percentage of students who apply for the free and reduced-price lunch program. Elementary school students generally apply for the program when they are eligible, and a relatively accurate count of high-poverty students per elementary school is possible. The prevalence of high poverty in high school cannot be assessed with a similar level of accuracy because high school students are less likely to apply for the free and reduced-price lunch program and high poverty is underreported. Consequently, this measure more accurately reflects the total number of elementary schools that are high-poverty schools than it does the number of high-poverty high schools.

**Target Context.** The three highly qualified teacher measures were new measures in 2005; therefore, no previous targets were set for these three measures. The Department reported 2003 and 2004 data to begin establishing a trend.

**Related Information.** Information about the Improving Teacher Quality State Grants program can be obtained at <http://www.ed.gov/programs/teacherqual/index.html>.

**Additional Information.** Data for FY 2005 will be available in March 2006.

The *No Child Left Behind Act* requires that each state educational agency have a plan to ensure that all teachers within the state teaching in core academic subjects are highly qualified no later than the end of SY 2005–06. The requirement that teachers be highly qualified applies to all public elementary or secondary school teachers employed by a local educational agency who teach a core academic subject. “Highly qualified” means that the teacher must meet all of the following:

- Has obtained full state certification as a teacher or passed the state teacher licensing examination and holds a license to teach in the state, and does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis.
- Holds a minimum of a bachelor’s degree.
- Has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the state and in compliance with section 9101(23) of the *Elementary and Secondary Education Act*.

The statutory definition includes additional elements that apply somewhat differently to new and current teachers, and to elementary, middle, and secondary school teachers. The complete definition of a highly qualified teacher is in section 9101(23) of the *Elementary and Secondary Education Act*. The term “core academic subjects” means English, reading

or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, states must make this determination.

The recently reauthorized *Individuals with Disabilities Education Act* also addressed the issue of highly qualified teachers; it requires all special educators who teach core academic subjects to be highly qualified. Starting in SY 2005–06, all veteran special education teachers who teach core academic subjects must be highly qualified. New special education teachers who teach core academic content must be highly qualified when they are hired. Assuming that such teachers are already highly qualified in at least mathematics, language arts, or science, new special education teachers who teach two or more core academic subjects exclusively to students with disabilities have two additional years from the date they are hired to demonstrate subject matter competency in the additional subjects they teach.

Further, the Department has provided flexibility for teachers in three areas (rural, science, and current multisubject teachers) to demonstrate that they are highly qualified. Additional information can be found at <http://www.ed.gov/nclb/methods/teachers/hgtflexibility.html>.

2.19 Teacher Quality Enhancement. The percentage of program completers who are highly qualified teachers.	
Fiscal Year	Actual
2004	89
2005	Target is 80.
Data for 2005 are pending.	

U.S. Department of Education, Office of Postsecondary Education,  
Teacher Quality Enhancement Program Performance Report.

**Analysis of Progress.** The newly reported FY 2004 baseline data (89 percent) indicate that the Teacher Quality Enhancement program is producing a high percentage of highly qualified teachers. Our 2005 data will allow us to measure progress.

**Data Quality.** A program completer is a graduate of a teacher preparation program funded through the Teacher Quality Enhancement Partnership Grants program. A high-quality completer has a bachelor's degree, subject area competence established through testing, and certification from state licensing authorities. The process of identifying high-quality completers gives graduates of the program a year to pass certification examinations.

**Target Context.** The target for FY 2005 was established before FY 2004 data were collected.

**Related Information.** Information on Teacher Enhancement Grants can be obtained at <http://www.ed.gov/programs/heatqp/index.html>. The National Center for Education Statistics prepared *The Reference and Reporting Guide* to assist postsecondary institutions and states in meeting reporting requirements for teacher preparation, certification, and licensing mandated by Title II of the *Higher Education Act*. Information on the guide can be obtained at <http://www.title2.org/guide.htm>. *The Secretary's Fourth Annual Report on Teacher Quality* can be found at <http://www.ed.gov/about/reports/annual/teachprep/2005Title2-Report.pdf>.

**Additional Information.** Data for FY 2005 will be available in August 2006.

## Discontinued Strategic Measures

The following measures were discontinued after FY 2004 but were reported as pending in our *FY 2004 Performance and Accountability Report*. We report here our results on those for which we now have data. (See p. 23 for a discussion of why we discontinued measures.)

Measure			Fiscal Year	Target	Actual	# States Reporting	Status
2.1.1– 2.1.6	Of states with third-grade reading assessments, the percentage meeting their targets for third-grade reading achievement	All Students	2004	100	87.5	32	Target not met
		Low-Income Students	2004	100	67.7	31	
		African-American Students	2004	100	61.3	31	
		Hispanic Students	2004	100	62.5	32	
		Students with Disabilities	2004	100	31.3	32	
		Limited English Proficient Students	2004	100	37.5	32	
2.2.1– 2.2.6	The percentage of states meeting their targets for middle school (sixth-grade) mathematics achievement	All Students	2004	100	82.6	23	Target not met
		Low-Income Students	2004	100	56.5	23	
		African-American Students	2004	100	45.5	22	
		Hispanic Students	2004	100	65.2	23	
		Students with Disabilities	2004	100	9.1	22	
		Limited English Proficient Students	2004	100	36.4	22	
	The percentage of states meeting their targets for middle school (seventh-grade) mathematics achievement	All Students	2004	100	80.0	20	Target not met
		Low-Income Students	2004	100	45.0	20	
		African-American Students	2004	100	31.6	19	
		Hispanic Students	2004	100	45.0	20	
		Students with Disabilities	2004	100	10.0	20	
		Limited English Proficient Students	2004	100	20.0	20	
	The percentage of states meeting their targets for middle school (eighth-grade) mathematics achievement	All Students	2004	100	88.9	45	Target not met
		Low-Income Students	2004	100	52.3	44	
		African-American Students	2004	100	36.4	44	
		Hispanic Students	2004	100	50.0	44	
		Students with Disabilities	2004	100	2.3	44	
		Limited English Proficient Students	2004	100	25.0	44	
2.3.1– 2.3.6	The percentage of states meeting their targets for high school reading achievement	All Students	2004	100	84.3	51	Target not met
		Low-Income Students	2004	100	24.0	50	
		African-American Students	2004	100	22.0	50	
		Hispanic Students	2004	100	24.0	50	
		Students with Disabilities	2004	100	5.9	51	
		Limited English Proficient Students	2004	100	7.8	51	

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Measure			Fiscal Year	Target	Actual	# States Reporting	Status
2.3.7– 2.3.12	The percentage of states meeting their targets for high school mathematics achievement	All Students	2004	100	82.4	51	Target not met
		Low-Income Students	2004	100	37.3	51	
		African-American Students	2004	100	20.0	50	
		Hispanic Students	2004	100	44.0	50	
		Students with Disabilities	2004	100	9.8	51	
		Limited English Proficient Students	2004	100	21.6	51	
2.3.20– 2.3.22	The percentage of 18- to 24-year-olds who have completed high school	All Students	2003	86.5	87.1		Target met
			2004	87.5	Pending		Data expected 05/2006
		African-American Students	2003	84.5	85.0		Target met
			2004	85.5	Pending		Data expected 05/2006
		Hispanic American Students	2003	66.0	69.2		Target met
			2004	69.0	Pending		Data expected 05/2006
2.4.1	The percentage of classes taught by teachers of core academic subjects that are highly qualified as defined by <i>No Child Left Behind</i>		2004	75	elementary: 85 secondary: 80		Target met
2.5.2	The number of U.S. postsecondary students studying abroad		2004	164,000	174,629		Target met

## Sources and Notes

- 2.1.1–2.3.12 U.S. Department of Education. Consolidated State Performance Report, grantee submissions.
- The ambitious target for this set of measures was that every state that had an assessment at the specified grade level would meet its state-determined target.
- 2.3.20–2.3.22 Federal Interagency Forum on Child and Family Statistics. *America's Children: Key National Indicators of Well-Being, 2005*.
- Previously reported FY 2002 data were estimated and preliminary. Final data were 87.3 percent (all students), 84.8 percent (African-Americans), and 67.9 percent (Hispanic Americans).
- 2.4.1 U.S. Department of Education, Consolidated State Performance Report, grantee submissions.
- Data were not collected in the aggregate until FY 2005.
- 2.5.2 Institute of International Education, Open Doors 2004: American Students Studying Abroad.

## Goal 2: Improve Student Achievement

### Program Performance Summary

Seventy-six of our grant programs most directly support Goal 2. These programs are listed below. In the table we provide an overview of the results of each program on its program performance measures. (See p. 59 for our methodology of calculating the percentage of targets met, not met, and without data.) Individual program performance reports are available at <http://www.ed.gov/about/reports/annual/2005report/program.html>. We also provide both FY 2005 appropriations and FY 2005 expenditures for each of these programs. (See pp. 24-25 for an explanation of why appropriations and expenditures for a given year are not the same and the effect that difference has on the connection between funding and performance.)

Program Name	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
			FY 2005			FY 2004			FY 2003			FY 2002		
			% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data
APEB: <a href="#">American Printing House for the Blind</a>	17	17	60	0	40	100	0	0	100	0	0	100	0	0
CFAA: Supplemental Education Grants	18	0				/// (not funded)			/// (not funded)			/// (not funded)		
CRA: <a href="#">Training and Advisory Services</a>	7	7	0	0	100	0	0	100	0	0	100	50	50	0
ESEA: <a href="#">21st Century Community Learning Centers</a>	991	787	0	0	100	38	62	0	38	62	0	33	67	0
ESEA: <a href="#">Advanced Credentialing</a>	17	17	0	0	100	100	0	0						
ESEA: <a href="#">Advanced Placement</a>	30	24	25	0	75	100	0	0	100	0	0	100	0	0
ESEA: <a href="#">Alaska Native Education Equity</a>	34	21	100	0	0	0	0	100						
ESEA: <a href="#">Arts In Education</a>	36	37	0	0	100									
ESEA: <a href="#">Charter Schools Grants</a>	217	175	50	50	0	0	100	0	0	100	0	0	100	0
ESEA: <a href="#">Civic Education: Cooperative Education Exchange</a>	12	12	0	0	100									
ESEA: <a href="#">Comprehensive School Reform</a>	205	270	0	0	100	0	0	100	0	0	100	0	0	100
ESEA: <a href="#">Credit Enhancement for Charter School Facilities</a>	37	35	0	0	100	50	50	0	///			/// (not funded)		
ESEA: <a href="#">Dropout Prevention Programs</a>	5	7												
ESEA: <a href="#">Early Childhood Educator Professional Development</a>	15	14	0	00	100	67	0	33				///		



Program Name	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
			FY 2005			FY 2004			FY 2003			FY 2002		
			% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data
ESEA: <a href="#">Early Reading First</a>	104	63	0	0	100	100	0	0	///			///		
ESEA: <a href="#">Education for Native Hawaiians</a>	34	32	100	0	0	0	0	100						
ESEA: <a href="#">Educational Technology State Grants</a>	496	732	0	0	100	0	0	100	0	100	0	///		
ESEA: <a href="#">English Language Acquisition</a>	676	638	0	0	100	20	0	80	30	0	70	0	0	100
ESEA: <a href="#">Even Start</a>	225	257	0	0	100	33	33	33	50	0	50			
ESEA: <a href="#">Excellence in Economic Education</a>	1	1	0	0	100				/// (not funded)			/// (not funded)		
ESEA: <a href="#">Foreign Language Assistance</a>	18	16	0	0	100									
ESEA: <a href="#">Fund for the Improvement of Education Programs of National Significance</a>	257	291										67	33	0
ESEA: <a href="#">Impact Aid Basic Support Payments</a>	1,075	1,102	100	0	0	100	0	0	100	0	0	50	50	0
ESEA: <a href="#">Impact Aid Payments for Children with Disabilities</a>	50	50												
ESEA: <a href="#">Impact Aid Construction</a>	49	38	0	100	0	0	100	0	0	100	0	0	100	0
ESEA: <a href="#">Impact Aid Facilities Maintenance</a>	8	13												
ESEA: <a href="#">Impact Aid Payments for Federal Property</a>	62	51												
ESEA: <a href="#">Improving Teacher Quality State Grants</a>	2,917	2,954	0	0	100	25	25	50	100	0	0	///		
ESEA: <a href="#">Indian Education Grants to Local Educational Agencies</a>	95	95	0	0	100	0	0	100	0	67	33	0	33	67
ESEA: <a href="#">Javits Gifted and Talented Education</a>	11	10	0	0	100									
ESEA: <a href="#">Literacy Through School Libraries</a>	20	18	0	0	100	0	0	100				///		
ESEA: <a href="#">Magnet Schools Assistance</a>	108	102	0	0	100	0	0	100	0	0	100			
ESEA: <a href="#">Mathematics and Science Partnerships</a>	179	91	0	0	100	0	0	100	/// (program reconfigured)					
ESEA: <a href="#">Migrant State Agency Program</a>	390	383	0	0	100	0	0	100	88	13	0	56	33	11
ESEA: <a href="#">National Writing Project</a>	20	18	0	0	100	0	0	100						
ESEA: <a href="#">Neglected and Delinquent State Agency Program</a>	50	48	0	0	100	0	0	100	75	0	25			
ESEA: <a href="#">Parental Information and Resource Centers</a>	42	43	0	0	100	0	0	100	0	0	100			
ESEA: <a href="#">Reading First State Grants</a>	1,042	1,099	0	100	0				11	11	78	///		

Program Name	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
			FY 2005			FY 2004			FY 2003			FY 2002		
			% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data
ESEA: <a href="#">Reading Is Fundamental/ Inexpensive Book Distribution</a>	25	26	0	0	100	0	100	0	100	0	0			
ESEA: <a href="#">Ready to Teach</a>	14	15	0	0	100	0	0	100						
ESEA: <a href="#">Ready-to-Learn Television</a>	23	22	50	25	25	0	0	100	0	0	100			
ESEA: <a href="#">Rural Education</a>	171	162	0	0	100	0	100	0	100	0	0			
ESEA: <a href="#">School Leadership</a>	15	12	0	0	100	100	0	0						
ESEA: <a href="#">Smaller Learning Communities</a>	94	104	0	0	100	50	50	0	0	100	0			
ESEA: <a href="#">Special Programs for Indian Children</a>	20	22	0	0	100	0	0	100						
ESEA: <a href="#">Star Schools Program</a>	21	17	0	0	100	50	50	0	0	50	50	100	0	0
ESEA: <a href="#">State Assessments</a>	412	451	40	60	0	0	100	0	0	0	100	///		
ESEA: <a href="#">State Grants for Innovative Programs</a>	198	316	0	0	100	33	33	33	100	0	0			
ESEA: <a href="#">Striving Readers</a>	25	0	///			/// (not funded)			/// (not funded)			/// (not funded)		
ESEA: <a href="#">Teaching American History</a>	119	56	0	0	100	0	0	100	0	0	100			
ESEA: <a href="#">Title I Grants to Local Educational Agencies</a>	12,740	12,520	43	14	43	25	0	75	100	0	0	67	0	33
ESEA: <a href="#">Transition to Teaching</a>	45	40	0	0	100	75	25	0	50	0	50			
ESEA: <a href="#">Troops-to-Teachers</a>	15	17	0	0	100	0	50	50	100	0	0			
ESEA: <a href="#">Voluntary Public School Choice</a>	27	28	0	0	100	0	0	100	100	0	0			
ESEA: <a href="#">Women's Educational Equity</a>	3	3	0	0	100									
ESRA: <a href="#">Comprehensive Centers</a>	57	25	///			/// (not funded)			/// (not funded)			/// (not funded)		
ESRA: <a href="#">National Assessment</a>	89	97	0	0	100	(off year for collection)			0	100	0	(off year for collection)		
ESRA: <a href="#">Regional Educational Laboratories</a>	66	71	0	0	100	0	0	100	100	0	0	100	0	0
ESRA: <a href="#">Statewide Data Systems</a>	25	0	///			/// (not funded)			/// (not funded)			/// (not funded)		
HEA: <a href="#">High School Equivalency Program</a>	19	20	0	0	100	0	0	100	100	0	0			
HEA Amendments of 1998: <a href="#">State Grants for Incarcerated Youth Offenders</a>	22	18	0	0	100	100	0	0	0	100	0	100	0	0
HEA: <a href="#">Teacher Quality Enhancement</a>	68	76	0	0	100	0	0	100	0	0	100			
IDEA: <a href="#">Special Education Grants for Infants and Families</a>	441	437	0	50	50	25	50	25	67	0	33	50	0	50
IDEA: <a href="#">Special Education Grants to States</a>	10,590	9,790	0	17	83	50	50	0	43	43	14	17	83	0

Program Name	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data											
	FY 2005 \$ in millions	FY 2005 \$ in millions	FY 2005			FY 2004			FY 2003			FY 2002		
			% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data
IDEA: <a href="#">Special Education Parent Information Centers</a>	26	26	0	0	100	0	0	100	50	0	50	50	0	50
IDEA: <a href="#">Special Education Personnel Preparation</a>	91	81	25	25	50	0	0	100	0	33	67	33	33	33
IDEA: <a href="#">Special Education Preschool Grants</a>	385	401	0	50	50	0	100	0	0	100	0	50	50	0
IDEA: <a href="#">Special Education State Personnel Grants</a>	51	46	///			/// (not funded)			/// (not funded)			/// (not funded)		
IDEA: <a href="#">Special Education Technical Assistance and Dissemination</a>	52	53	0	0	100	0	0	100	0	25	75	25	25	50
IDEA: <a href="#">Special Education Technology and Media Services</a>	39	38	0	0	100	0	0	100	0	40	60	0	40	60
MVHAA: <a href="#">Education for Homeless Children and Youths</a>	62	58	0	0	100	33	33	33	67	0	33			
VTEA: Occupational and Employment Information	9	10	50	50		50	50	0						
VTEA: <a href="#">Tech-Prep Demonstration</a>	5	4	0	0	100									
VTEA: <a href="#">Vocational Education National Programs</a>	12	15	0	0	100	67	17	17						
VTEA: <a href="#">Tech-Prep Education State Grants</a>	106	104	0	0	100	25	50	25	14	86	0	29	71	0
VTEA: <a href="#">Vocational Education State Grants</a>	1,194	1,128												
Administrative and Support Funding for Goal 2 <sup>#</sup>	5	5	#			#			#			#		
TOTAL	36,951	* 35,882												

† Budget for each program represents program budget authority.

‡ Expenditures occur when recipients draw down funds to cover actual outlays. FY 2005 expenditures may include funds from prior years' appropriations.

■ A shaded cell denotes that the program did not have targets for the specified year.

/// Denotes programs not yet implemented. (Programs are often implemented near the end of the year they are first funded.)

# The Department does not plan to develop performance measures for programs, activities, or budgetary line items that are administrative in nature or that serve to support other programs and their performance measures.

\* Expenditures by program do not include outlays in the amount of \$151 million for prior years' obligations for Goal 2 programs that were not funded in FY 2005, FY 2005 estimated accruals in the amount of \$386 million, or net costs of -\$4 million related to the Department's administration of the DC School Choice program.

APEB: Act to Promote the Education of the Blind

CFAA: Compact of Free Association Act

CRA: Civil Rights Act

ESEA: Elementary and Secondary Education Act

ESRA: Education Sciences Reform Act

HEA: Higher Education Act

IDEA: Individuals with Disabilities Education Act

MVHAA: McKinney-Vento Homeless Assistance Act

VTEA: Vocational and Technical Education Act

## **Goal 2: Improve Student Achievement**

### **PART Analysis**

In preparation for the FY 2005 budget, the Department conducted reviews on the programs listed below using the Office of Management and Budget's Program Assessment Rating Tool (PART). (See p. 60 for a discussion of the PART methodology.) Short summaries of the PART results and follow-up actions are on the following pages. OMB's Web site provides [one-page summaries](#) and [full detailed PART reviews](#) for all agencies.

#### **21st Century Community Learning Centers**

Rating: Adequate

#### **Improving Teacher Quality State Grants**

Rating: Results Not Demonstrated

#### **National Assessment**

Rating: Effective

#### **Special Education Personnel Preparation**

Rating: Results Not Demonstrated

#### **Teacher Quality Enhancement**

Rating: Results Not Demonstrated

#### **Troops-to-Teachers**

Rating: Adequate

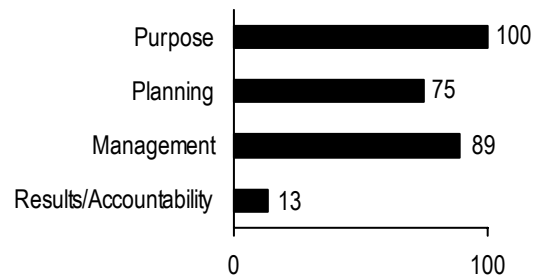
## **PART Analysis for Programs Reviewed for the FY 2005 Budget**

### **Program: 21st Century Community Learning Centers**

**Year of Rating:** For FY 2005 Budget

**Rating:** Adequate

**Program Type:** Block/Formula Grants

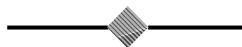


#### **Recommended Follow-up Actions**

- Ensure that the program has a data collection and evaluation system that will allow the Department to analyze whether state and school district performance goals are being met.
- Hold states accountable for meeting program performance goals.
- Implement a technical assistance strategy to identify and disseminate promising and proven instructional practices in academic areas.

#### **Update on Follow-up Actions**

Action steps the Department has taken to promote accountability include a monitoring system and an online data collection system. The Department developed an online evaluation/assessment system to collect data on academic achievement and behavioral outcomes. In September 2003, the Department began a rigorous four-year evaluation of two academic interventions for after-school programs, one for math and one for reading. The Department provides technical assistance on improving academic achievement through after-school programs, its annual summer institutes, and a project to identify and disseminate information on high-quality after-school programs in reading, mathematics, science, and the arts.

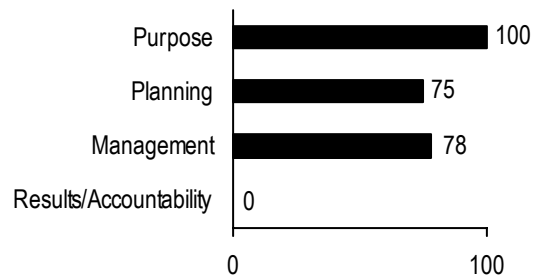


### **Program: Improving Teacher Quality State Grants**

**Year of Rating:** For FY 2005 Budget

**Rating:** Results Not Demonstrated

**Program Type:** Block/Formula Grants



#### **Recommended Follow-up Actions**

- Continue to collect baseline information on program participants and set targets for its annual measures.
- Develop a meaningful efficiency measure.

#### **Update on Follow-up Actions**

The Department has collected two years of performance information for this program after the initial PART assessment. Using these data, the Department has established baselines for its performance measures and established targets for the program's annual measures.

The Department has drafted an efficiency measure for this program and will be working with the Office of Management and Budget to finalize it.

**Program: National Assessment of Educational Progress (NAEP)**

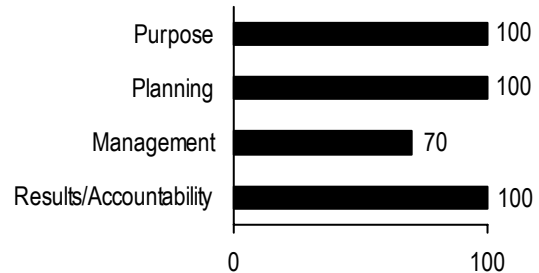
**Year of Rating:** For FY 2005 Budget

**Rating:** *Effective*

**Program Type:** Research and Development

**Recommended Follow-up Actions**

- Focus on the timeliness of National Center for Education Statistics (NCES) products and services, which include National Assessment activities.



**Update on Follow-up Actions**

The 2005 PART assessment found a weakness in the timeliness of NCES products. The Department responded to this finding by articulating specific goals for the release of data. In 2006, the initial release of data for 90 percent of NCES products will occur (a) within 18 months of the end of data collection, or (b) with an improvement of 2 months over the previous time for the initial release of data if the 18-month deadline is not attainable. NCES will reduce the deadline by 2 months each year from 2007 to 2010, until the final goal of 12 months is reached. The Department continues to strive to meet its goal of releasing NAEP reading and mathematics assessments data in 6 months. In 2003, the actual time to release was 8 months.

**Program: Special Education Personnel Preparation**

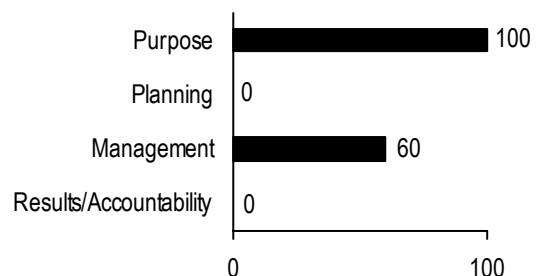
**Year of Rating:** For FY 2005 Budget

**Rating:** *Results Not Demonstrated*

**Program Type:** *Competitive Grant*

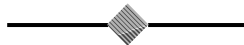
**Recommended Follow-up Actions**

- Develop a schedule for independent evaluations by 2004.
- Institute a new performance system for grantees by 2004 and make the information available to the public in a transparent and meaningful manner.
- Work with the Department of Education's other teacher programs to review and compare common performance indicators on an annual basis.
- Develop performance measures and goals that appropriately reflect the impact of the federal government's investment in increasing the supply and/or quality of special education personnel.
- Develop program efficiency measures.



### Update on Follow-up Actions

The Department has developed new annual and long-term performance indicators for the Personnel Preparation program to assess its impact and effectiveness. These measures focus on use of research-based curriculum by institutions of higher education (program grantees) as well as the employment of special education teachers trained by grantees in schools. Data for these measures will be collected starting in FY 2006. In addition, the Department is working to develop efficiency measures for this program. The Department is also planning to undertake a rigorous evaluation of the Personnel Preparation program.



#### Program: Teacher Quality Enhancement

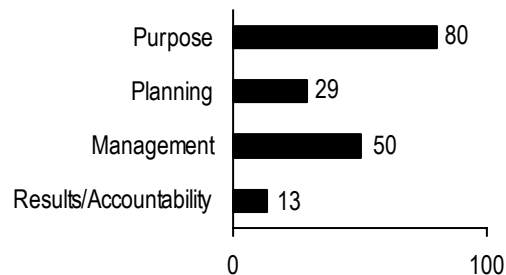
**Year of Rating:** For FY 2005 Budget

**Rating:** *Results Not Demonstrated*

**Program Type:** *Competitive Grant*

#### Recommended Follow-up Actions

- Begin to collect baseline data to set targets for the program's new measures.
- Develop the necessary long-term, annual, and efficiency measures.
- Implement its plan to ensure adequate grantee oversight.
- Consider reforms that would enable the Department to use all available Teacher Quality Enhancement funding to support the highest-quality grant applications.



### Update on Follow-up Actions

The Department has developed annual, long-term, and efficiency measures for this program and has collected baseline data for all of the measures. The Department has also developed a plan to ensure better oversight of grantees. Supported by its new e-monitoring system, the Office of Postsecondary Education plans to conduct annual project directors' meetings, regular site visits, and increased scrutiny of performance data. The Department has also sought and obtained appropriations language overriding the statutory funding set-asides, which has allowed the Department to fund the highest quality grant applications.



#### Program: Troops-to-Teachers

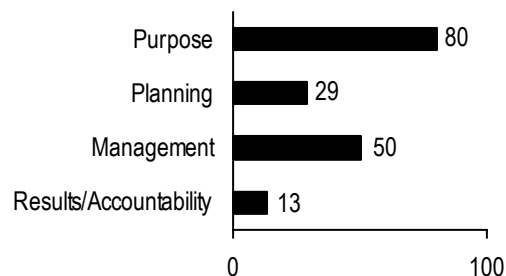
**Year of Rating:** For FY 2005 Budget

**Rating:** *Adequate*

**Program Type:** *Competitive Grant*

#### Recommended Follow-up Actions

- Strengthen program performance data collection and make it publicly accessible.
- Begin to collect baseline information on program participants and set targets for its new measures.
- Develop a meaningful efficiency measure.





### **Update on Follow-up Actions**

In collaboration with the Department of Defense, the agency that administers the Troops-to-Teachers program, the Department has made substantial progress in meeting the performance information requirements identified in its PART assessment. The Department created an efficiency measure for the program that will examine the recruitment cost per teacher of record. Baseline information for this measure will be available in fall 2005. Baseline data were collected in FY 2003 and targets were set for all program performance measures, and the Department has posted program performance information on our Troops-to-Teachers Web page.

## **Goal 2: Improve Student Achievement**

### **Findings and Recommendations from Program Evaluations, Studies, and Reports**

Information that the Department uses to inform management and program improvements comes from many sources, including evaluations, studies, and reports that are Department-sponsored studies and those from the Government Accountability Office (GAO) and the Office of Inspector General (OIG). The following evaluations, studies, and reports were completed during FY 2005.

#### **[Analysis of State K–3 Reading Standards and Assessments: Final Report](#)**

This study of the Reading First program characterizes the relationship between state content standards and assessments and the five essential components of effective reading instruction as identified by the National Reading Panel. Its purpose was to evaluate the degree to which state reading content standards for students in grades K–3 reflected the five essential areas and the extent to which state assessments in grades K–3 measured Reading First outcomes. States that identified their statewide reading assessments as Reading First outcome measures tended to have more reading standards that represented the five essential elements of effective reading instruction. Future evaluations of Reading First will examine program implementation and impact on reading outcomes. (See p. 114 for a summary of this report.)

#### **[When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program \(Final Report and New Findings\)](#)**

These two comprehensive, rigorous evaluations of 21st Century Learning Centers addressed implementation and impact findings on student outcomes for behavior, social development, and academic achievement; characteristics of after-school programs; and types of students most likely to benefit. The most consistent objectives for both middle school and elementary school programs were to provide a safe environment after school and to help students improve academically. (See p. 115 for a summary of this report.)

#### **[No Child Left Behind Act: Most Students With Disabilities Participated in Statewide Assessments, but Inclusion Options Could Be Improved \(GAO-05-618\)](#)**

To improve the academic achievement of all students, the *No Child Left Behind Act* requires that all students, including students with disabilities, be included in statewide assessments, and that states, districts, and schools be held accountable for the academic progress of all students. The *Individuals with Disabilities Education Act* also requires assessments. This report determined the extent to which students with disabilities were included in statewide assessments, issues faced by states in implementing alternative assessments, and how the Department supported states in their efforts to assess students with disabilities. For SY 2003–04, at least 95 percent of students with disabilities participated in statewide reading assessments. (See p. 116 for a summary of this report.)

**Third National Even Start Evaluation: Follow-Up Findings From the Experimental Design Study**

The Even Start Family Literacy program addresses the basic education needs of low-income families, including parents and their children from birth through age seven, by providing a unified program of family literacy services. This study provides follow up on a previously released study that assessed the effectiveness of the Even Start program. This report presents follow-up data collected approximately one year after the previous study. Even Start children and parents made gains on a variety of literacy assessments and other measures at follow up, but they did not gain more than children and parents who were not in the program. (See p. 117 for a summary of this report.)

**No Child Left Behind Act: Education Could Do More to Help States Better Define Graduation Rates and Improve Knowledge about Intervention Strategies**

The *No Child Left Behind Act* requires states to use graduation rates, along with test scores, to assess the progress of high schools in educating students. In this report, GAO examines the graduation rate definitions states use and how the Department helps states meet legal requirements; the factors affecting the accuracy of states' rates and the Department's role in ensuring accurate data; and how the Department identifies and disseminates intervention research on drop out prevention. To enhance the reliability of graduation rate data, the Department will calculate the averaged freshman graduation rate for each state and report this rate alongside the graduation rates reported by states, provide additional policy guidance to states on ways to account for different types of students in graduation rate calculations, and review and identify research on effective intervention strategies for dropout prevention for dissemination through its What Works Clearinghouse. (See p. 118 for a summary of this report.)

**Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA**

Title III, Part A of the Elementary and Secondary Education Act provides funds for English language instruction programs for limited English language proficient (LEP) students through the state formula grant program. The grants support programs that help LEP students attain English proficiency, develop a high level of academic attainment in English, and meet the same standards expected of all children. The program holds states, districts, and schools accountable for meeting state Title III annual measurable achievement objectives (AMAOs). The first biennial evaluation report covers SY 2002–03 and SY 2003–04 and is a synthesis of data reported by the 50 states, the District of Columbia, and Puerto Rico. For SY 2003–04, 52 entities reported serving a total of 1,218,238 immigrant children and youth, 827,638 of whom were served under the Title III program. (See p. 119 for a summary of this report.)

## **Report on State K–3 Reading Standards and Assessments in the Context of the Reading First Program**

### **Report Title**

*Analysis of State K–3 Reading Standards and Assessments: Final Report* (U.S. Department of Education, Policy and Program Studies Service) August 2005.

### **Overview**

This study addresses the degree to which state reading content standards for students in grades K–3 reflect expectations for learning in five essential components of reading skills as identified in FY 2000 by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The study also determined the extent to which state assessments administered in the K–3 grade span play a role in the measurement of Reading First outcomes. The Department is currently funding two other evaluations—a Reading First implementation study and a Reading First impact study; the reports for these will be released in 2006 and 2008.

### **Findings**

- Reading comprehension is the most represented of the essential elements in state K–3 reading content standards, with an average of 57 standards per state.
- Most states have standards that adequately cover comprehension and phonics, while just over half of the states provide adequate coverage for vocabulary, phonemic awareness, and fluency.
- Most standards representing each essential element were judged to be placed at the appropriate grade by most states.
- All of the states make comprehension clearly visible in their organization of reading standards.
- Most states administer statewide reading assessments in grade 3, and very few do so at grades below third.
- Most states identify their grade 3 statewide reading assessments as measures of Reading First outcomes, primarily for vocabulary and comprehension.
- None of the states identifies their statewide reading assessments as outcome measures in the area of fluency, as this area requires individual assessment of children.
- States that identified their statewide reading assessments as Reading First outcome measures tended to have more reading standards that represented the five essential elements of effective reading instruction.

### **Recommendations**

No recommendations resulted from this report.

## **The 21st Century Community Learning Centers National Evaluation**

### **Report Titles**

*When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program; Final Report* (U.S. Department of Education, Institute of Education Sciences) April 2005.

*When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program; New Findings* (U.S. Department of Education, Institute of Education Sciences) October 2004.

### **Overview**

In 1999, the Department funded a comprehensive, rigorous national evaluation of the 21st Century Community Learning Centers program. The evaluation addressed three overarching questions. (1) Did the program improve student outcomes such as supervision after school, safety after school, academic achievement, behavior, and social and emotional development? (2) What types of students benefited most from the program? (3) What were the features and characteristics of Community Learning Centers after-school programs?

### **Implementation Findings**

- The average center serves about 200 students, is open 10 or more hours a week, and employs 12–13 staff, many of whom are teachers.
- The average center spends about \$1,000 a year per enrolled student.
- Sixty-six percent of middle schools operating Community Learning Centers are classified as high poverty, as opposed to 17 percent of middle schools nationwide.
- Fifty-seven percent of students in middle schools operating Community Learning Centers are minority, as opposed to 37 percent of students in middle schools nationwide.
- The most consistent objectives for both middle and elementary school centers are to provide a safe environment after school and to help students improve academically.

### **Impact Findings**

- The program was shown to have had no overall impact on reading test scores or grades, but, for elementary students who had low grades at baseline, the program had a small positive impact on English grades.
- Elementary school students participating in Community Learning Centers reported feeling safer than students in the control group.
- While homework assistance was the most common activity provided by centers, the study reported no impact on the extent to which students completed homework or received help with it.
- Elementary school students participating in the program were more likely to be disciplined by teachers and suspended as a result of negative behaviors during the school day.

### **Recommendations**

The report made no recommendations.

## **Report on the Participation Levels of Students with Disabilities in Statewide Assessments**

### **Report Title**

*No Child Left Behind Act: Most Students with Disabilities Participated in Statewide Assessments, but Inclusion Options Could Be Improved* (GAO-05-618) July 2005.

### **Overview**

The Government Accountability Office (GAO) issued a report on the participation of students with disabilities in statewide assessments that provided the following information: the extent to which students with disabilities were included in statewide assessments; the issues selected states faced in implementing alternate assessments; and how the Department supports states in their efforts to assess students with disabilities. Only reading assessments were reviewed, as data for assessments in mathematics were incomplete.

### **Findings**

- For SY 2003–04, at least 95 percent of students with disabilities participated in statewide reading assessments in 41 of the 49 states that provided data.
- Students with disabilities were most often included in regular reading assessments, and relatively few took alternate assessments.

### **Recommendations**

- The Department should explore ways to make information on inclusion of students with disabilities in statewide assessments more accessible to users of its Web site.
- Information on alternative assessment requirements located on the *No Child Left Behind* section of the Department's Web site should be linked to information on the research, development, and use of these assessments where it occurs on other parts of the Department's Web site.
- The Department should work with states, particularly those with high exclusion rates, to explore strategies to reduce the number of students with disabilities who are excluded from the National Assessment of Educational Progress (NAEP) assessments.

### **Department's Response**

- The Department will explore the use of "hot buttons" and links among the Web pages maintained by Department offices to increase access to information on the assessment of students with disabilities.
- The Department is exploring strategies for enhancing the participation of students with disabilities in NAEP assessments.

## **Evaluation of Even Start: One-Year Follow-Up**

### **Report Title**

*Third National Even Start Evaluation: Follow-Up Findings From the Experimental Design Study* (U.S. Department of Education, Institute of Education Sciences) December 2004.

### **Overview**

The Even Start Family Literacy program addresses the basic education needs of low-income families, including parents and their children from birth through age seven, by providing a unified program of family literacy services. This study follows up a previously released study (*Third National Even Start Evaluation: Program Impacts and Implications for Improvement—2003*) that assessed the effectiveness of Even Start in a group of grantees around the country. This report presents impact analyses of follow-up data collected approximately one year after the previous study. The follow-up study examined whether giving the families the opportunity to participate in Even Start for a second year and having a longer exposure to the Even Start program would lead to larger literacy gains and to statistically significant program impacts.

### **Findings**

- Even Start children and parents made gains on a variety of literacy assessments and other measures at follow-up, but they did not gain more than children and parents who were not in the program.

### **Recommendations**

The report made no recommendations.



## **Report on State Definitions of Graduation Rates and Dissemination of Research on Dropout Interventions**

### **Report Title**

*No Child Left Behind Act: Education Could Do More to Help States Better Define Graduation Rates and Improve Knowledge about Intervention Strategies* (GAO-05-879) September 2005.

### **Overview**

*No Child Left Behind* requires states to use graduation rates, along with test scores, to assess the progress of high schools in educating students. *No Child Left Behind* defines graduation rates as the percentage of students who graduate from high school with a regular diploma in the standard number of years. In this report, GAO examines the graduation rate definitions states use and how the Department helps states meet legal requirements, the factors affecting the accuracy of states' rates and the Department's role in ensuring accurate data, and how the Department identifies and disseminates intervention research on drop out prevention.

### **Findings**

- While many states are moving to a cohort graduation rate definition, the Department has not provided guidance to all states on ways to account for select types of students impacting consistency among states in how graduation rates are calculated.
- The primary factor affecting accuracy in calculating graduation rates is student mobility.
- Fewer than half of states conducted audits of data used to calculate graduation rates resulting in data inaccuracies that may affect schools' ability to meet state graduation rate goals.
- The Department has not acted on GAO's 2002 recommendation that it evaluate and disseminate intervention research.

### **Recommendations**

- The Department should provide information to all states on ways to account for different types of students in graduation rate calculations.
- The Department should assess the reliability of state data used to calculate interim graduation rates.
- The Department should establish a timetable to implement GAO's 2002 recommendation to evaluate and disseminate research on dropout interventions.

### **Department's Response**

- To enhance the reliability of graduation rate data, the Department will calculate the "averaged freshman graduation rate" for each state and report this rate alongside the graduation rates reported by states.
- The Department will work with its various offices to provide additional policy guidance to states on ways to account for different types of students in graduation rate calculations.
- The Department is reviewing and identifying research on effective intervention strategies for dropout prevention for dissemination through its What Works Clearinghouse.

## **Report on the Implementation of Title III, Part A, English Language Instruction Programs for Limited English Proficient Students**

### **Report Title**

*Biennial Evaluation Report to Congress on the Implementation of Title III, Part A of the ESEA* (U.S. Department of Education, Office of English Language Acquisition) March 2005.

### **Overview**

Title III, Part A, of the *Elementary and Secondary Act* provides funds for English language instruction programs for limited English proficient (LEP) students through the state formula grant program. The grants support programs that help LEP students attain English proficiency, develop a high level of academic attainment in English, and meet the same standards expected of all children. The program holds states, districts, and schools accountable for meeting the state Title III annual measurable achievement objectives (AMAOs). The first biennial evaluation report covers SY 2002–03 and SY 2003–04 and is a synthesis of data reported by the 50 states, the District of Columbia, and Puerto Rico.

### **Findings**

- For SY 2003–04, 52 states and territories reported serving a total of 1,218,238 immigrant children and youth, 827,638 who were served under the Title III program.
- Fifty-one entities reported that 316,273 certified/licensed teachers were working in language instruction education programs in SY 2003–04.
- Forty entities reported that their Title III subgrantees use both English as a second language instructional programs and bilingual instructional programs.
- All 52 entities and territories require that all teachers who teach in language instruction education programs for LEP students meet the Title III language fluency requirements.
- Of the 42 entities that provided performance data, 33 reported meeting their annual measurable achievement objectives targets for students making progress in learning English.
- Of the 45 entities that provided proficiency targets and performance data, 41 met at least some of these targets for students' attainment of English language proficiency.
- In SY 2003–04, 44 entities reported 444,451 students transitioned out or exited from language instruction education programs into mainstream classrooms, while 36 states reported that 378,903 transitioned out in SY 2002–03.

### **Recommendations**

This report made no recommendations.